Orion Coopers School Sixth Form

Student handbook

Behaviour, Culture and Ethos

Trust, Respect, Resilience

Introduction and welcome

Congratulations on being awarded a place at Coopers School Sixth Form. The fact that you are now here and enrolled is testament to your academic ability and work ethic. The next two years are a crucial time in your education, and it is important that you work hard to maximise your potential.

Here you will benefit from your own dedicated Study Centre and Café. We provide Enrichment opportunities including sports, cookery and volunteering. Opportunities to support our community and represent the Sixth Form to the public. You will benefit from comprehensive CEIAG and visiting Universities and speakers, alongside a strong PHSE pastoral program tailored to your age group.

This handbook contains all the essential information you need to be a successful student at Coopers School Sixth Form. Please make sure that you read it and take notice of all the points raised, should you have any queries about anything then do not hesitate to contact me.

We have high expectations of our students. It is our ambition that you all go on and achieve in the future. Therefore, it is expected that all of you will progress on to either University or a Higher Apprenticeship at the end of your time with us in Sixth Form. If you do what we ask of you, then there is no reason why you cannot achieve this outcome.

I wish you all the very best in your Sixth Form studies and look forward to meeting you in the first few days of the academic year.

James Hamilton

Assistant Headteacher

Head of Sixth Form

The structure of the school day

All students will study a minimum of three subjects in Sixth Form. As part your 581 hours study program you will also be required to attend tutor sessions for one hour per week and an Assembly once a week. You will also complete one period of enrichment on a Wednesday afternoon. Your PHSE entitlement will be delivered via both tutorial and assemblies. As is outlined in this handbook, you are also required to stay on site for all study periods if you are below target in two or more subjects. If you are at or above target in two or more subjects, then you have autonomy over your time away from lessons.

Private Study

Sixth Form students are required to attend all lessons, tutorials and assemblies on their timetable. Students in Sixth Form are not required to be on site for the whole of the day **if they are above or at their target grade in two or more subjects**. If students are below their target in two or more subjects, they are required to be in supervised study in their free periods, with them registering in the Sixth Form study area. Use of supportive **Independent Learning Plans** also require 9am – 3pm use of the Sixth Form Study Centre.

The 5+4+3 model

The 5+4+3 model		
5 hours teaching	4 hours private study	3 hours homework
Five hours of quality teaching that provides you with all the knowledge and skills to be able to tackle the examination and/or coursework. Lesson should be taught utilising a combination of didactic delivery, group work and independent practice	Private study should be used to consolidate your knowledge of the lessons that have been taught that week. You can do this through revision of taught topics and consolidation of notes. Private study can also be used to complete tasks that have been set by the teacher	In addition to the work you carry out in school, you should also complete, on average, three hours of homework per subject, per week. Homework is crucial to embedding your knowledge and skills. Homework can include essays, all the way through to note taking and revision for in-class tests

Assessment in the Sixth Form

Assessment is crucial for success. Through assessment you can evaluate how you are performing against target and then make interventions to improve your performance. Therefore, in the Sixth Form you will undertake regular mini assessments that enable teachers to form judgements over a short period of time.

Formative Assessment Model		
Week 1	Week 2	Week 3
In-class knowledge test Students take part in an on the spot, in class knowledge test that tests the retention of knowledge of previously taught concepts and big ideas over the preceding lessons Students peer assess this work with the teacher providing answers from the front. Teacher records the score in the mark book	In class past exam paper question Students complete a past exam paper question in test conditions during their lesson. Question is to be no longer than half an hour in length and is either peer assessed using a mark-scheme or teacher marked Grade recorded in the mark book	Exam focused homework Students are to receive at least one exam focused piece of homework every three weeks. This piece of work is marked by the teacher and the grade is recorded in the mark book.

Every three weeks staff will make a judgement about your performance on their course based upon the information provided to them through the above forms of assessment. This judgement will then be fed through to the Sixth Form year teams where interventions can be made to support you.

Enrichment

In the Sixth Form you will have the opportunity to engage in a wide variety of enrichment activities.

Year 12 Enrichment 2026/27					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
WRL (M6)	WRL	WRL	WRL	Public Speaking	Public Speaking
Cooking (L10)	Cooking	Cooking	Cooking	**Option** Football Rounders	**Option** Football Rounders
Critical Thinking (M1)	Critical Thinking	Volunteering (LZ5)	Volunteering	Volunteering	Volunteering
Public Speaking - M7	Public Speaking	Critical Thinking	Critical Thinking	**Option** Football Rounders	**Option** Football Rounders
Coopers Diploma					

Enrichment will take place every Wednesday afternoon, 3pm to 4pm. The location of each enrichment club will be explained during your induction day. All students in Year 12 are required to sign up to one enrichment activity. For Year 13 students' enrichment is optional.

Coopers Diploma

The aim of this programme is to up-skill you so that you develop the transferable skills necessary to be successful in Higher Education. If successfully completed, you will be awarded the "Coopers School Sixth Form Diploma Certificate". The contents of the enrichment programme are as follows.

Coopers School Sixth Form Diploma		
Volunteering	**Extended Essay**	**Work Experience**
The volunteering aspect requires students to volunteer for a total of 30 hours supporting the school community. This could be as a TA, mentor or acting as an ambassador at open day events	Students to complete an essay of 2000 words in length with full bibliography on a topic of their choice. Essay title needs to be agreed with the Head of Sixth Form prior to completion. Essay marked by HoSF.	Students source their own Work Experience Placement signed off by the Head of Sixth Form. WEX must be linked to future career/University aspirations.

Successful completion requires all three requirements to satisfied by the end of Year 13.

Sixth Form Behaviour

Overview

Our Behaviour for Learning Policy supports our students to demonstrate and learn our core values, Trust, Respect and Resilience. The overarching aim of this policy is to create a spirit of excellence within our school community, where students have a sense of responsibility for themselves, each other, and the wider community. This Sixth Form behaviour for learning policy is in addition to the School's Behaviour Policy.

Role models

Sixth Form students are expected to be positive role models for the rest of the school. Sixth Form holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future. It is therefore important that students act in a way that reflects positively on both the Sixth Form and School as a whole; demonstrating to all students the behaviours and values we expect at Coopers.

Expectations for Students

Students will be expected to always follow the Sixth Form Behaviour Policy. This includes time spent in lessons as well as when engaging in activities that are considered extracurricular but are still a part of Sixth Form e.g., work experience, volunteering, enrichment opportunities etc.

6th form students should be expected to:

- adhere to the Sixth form Behaviour Policy at all times
- avoid actions or behaviour either within school, or in the wider community that would bring Coopers School and the Sixth form into disrepute
- give each and every subject or aspect of work their full attention by showing continued focus and energy both in class and homework
- attend all lessons - students who attend well achieve
- engage with staff and be prepared to accept appropriate support and intervention to improve behaviour and/or their approach to learning
- act as role models to younger students - they should be encouraged to help foster and lead contributions to inspire the aspirations of younger learners in the school

Heads of Year
The role of Head of Year is essential to successfully implementing the vision and culture of the school. The HOY supports strong discipline, character and raising aspirations. This in turn supports excellent teaching and learning by providing the foundations necessary for students to flourish. HOY will model and lead by example the setting of high expectations, effort, achievement, and conduct. Working with the Assistant Head or Deputy Head the HOY will develop appropriate systems to track, monitor and evaluate pupil progress as well as the overall effectiveness of interventions.

Deputy Head of Year
The Deputy Head of Year will help with equipping students with the tools and strategies they need in order to present the best version of themselves. They lead on attendance, punctuality, SEN support, wellbeing and behaviour incorporating pastoral interventions, and ensure that these are implemented to the highest standard. The Deputy HOY is directly responsible for the day-to-day management and running of The Sixth Form Study Centre, which will promote a culture of independence, individual responsibility and fully embed the school's values. They also maintain effective communication between Teachers, parents and students.

6th Form Tutors
Tutors play a key role in understanding students, providing support to remove barriers to learning, along with guidance on how to achieve academic and character excellence.

Dress code
Coopers Sixth Form has high standards and expectations. Our Sixth Form dress code is a visible sign of our standards. All sixth form students are expected to maintain a business-like, smart appearance in keeping with a formal, working environment. Students should ensure they are always following the dress code and are, therefore, acting as role models for younger students.

Acceptable dress	Unacceptable
A formal trouser, mid- thigh length skirt or dress, tailored suit A blouse or collared shirt with sleeves Formal leather or leather type shoes/boots A formal jacket/blazer (optional) Boys have the option to wear a tie.	No sportwear: Logos, Hoodies, Tech fleeces No trainers

- Students must always wear their ID badge and lanyard.
- Please also note that visible body art and facial piercings are not allowed. Hair should be a natural colour only and not in an outlandish style.

Mobile Phones
Mobile phones and headphones must be turned off and put away, before students enter the school gates. Lower school students are not permitted to use phones or headphones at any point during the school day. However, 6th form students are permitted to use them in **two dedicated Sixth Form areas only**: Sixth Form Study Centre and Sixth Form Cafe.

Phones and headphones should not be seen or used outside of these areas. Please note this includes travel between lessons, at break or outside of these buildings. Sixth form students have greater freedoms to use phones/headphones as a result of their seniority in the school and to aid their

study, but they must ensure they are not role modelling their use to younger students who are not allowed to use them at all.

Attendance & Punctuality

Students are expected to arrive at the stated time for their first lesson of each day. Lateness to school is sanctioned as it can affect an orderly atmosphere. Staff will not allow students out of lessons unless in an emergency or for a prearranged appointment for which they have a signed note from a member of staff or an appointment card from an outside agency. Requests to attend the toilet during lesson time will normally be refused unless there is a recognised medical condition. Students are aware they are expected to make use of the toilets during break times.

Behaviour

Consistently applied systems and routines are vital to ensure there is a calm and orderly environment in school, allowing students to focus on learning. Anything which prevents learning will be dealt with quickly and seriously, in line with the behaviour practices outlined in this policy. Any student who repeatedly disrupts learning will be sanctioned appropriately and given support if necessary.

1. Arrive on time, with uniform correct
2. 100% focus on learning
3. 100% compliance with instructions
4. Check the required voice level
5. Respect everyone and everything in the room

Sanctions

Students are expected to take responsibility for their behaviour and actions and abide by the school rules. This system supports students to make good choices, providing an opportunity for reflection, resolution and changed behaviour.

Detention

Students will be set detentions for non-compliance with Sixth Form behaviour and expectations as outlined above. Specifically, staff are permitted to issue detention for the following behaviours.

- Unacceptable uniform
- Not wearing your lanyard – This is a safeguarding matter
- Noncompletion of work
- Not complying with the expectations regarding mobile phones
- Lateness

Detention will take place every Thursday in the Sixth Form Study Centre from 3pm to 4pm. If more than one sanction is applied in a week then the additional detention takes place the following Thursday.

Escalation

In very rare circumstances a student may persistently not meet the standards and expectations required of them in areas related to behaviour and attendance. If after repeated attempts to resolve the matter via the Heads of Year and Head of Sixth Form, it may be necessary to **convene a panel meeting with the Headteacher**. At this meeting the evidence is presented to the Headteacher by the Head of Sixth Form arguing that a student should be removed from the school due to continued behaviour issues. The Headteacher will then here any mitigating circumstances on the behalf of the

student. A decision is then made by the Headteacher as to whether any more support can be provided, or whether the case needs to be taken to governors for final approval to remove the student from roll. **A Governors panel** is then convened, the evidence presented and a final decision will then be made by the Governors as to whether the student will remain part of the Coopers School Sixth Form community.

Red line sanctions

In very rare circumstances a student may engage in behaviour that leads to a permanent expulsion from the school without any need to follow the disciplinary processes as outlined above. This only happens in cases of serious breach of safeguarding and academic integrity. Examples of where a permanent expulsion without a panel meeting include.

- Physical violence committed against a student or teacher
- Verbal abuse that is directed to someone that is covered by protected characteristics under the Equality Act 2010
- Any behaviour that brings the school into disrepute either academically of pastorally

Fire Alarm
In the case of the fire alarm sounding during the school day, the students must follow the fire alarm procedure. They must also follow the instructions of the member of staff leading them around the fire assembly point. If a student sets off the fire alarm on purpose, they face being permanently excluded from school.

Bullying and Peer-to-Peer Abuse
If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, and the school's Anti-bullying Policy will be followed.

Extremist and Radical Views
As a school we remain vigilant to incidents involving radicalisation and remain fully informed about the issues which affect the region in which we teach (PREVENT.) Students who express extremist or radical views will be spoken to by a member of staff, who will then report this to the Designated Safeguarding Lead and on-site safety officer. Further investigation may ensue. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic, or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

Behaviour Outside School

This policy applies to all student when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays. The school is committed to ensuring our students act as positive ambassadors for us to protect the reputation of the school. The same behaviour expectations for pupils on the school premises apply to off-site behaviour. Taking the above into account, we expect the following:
• Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
• Good behaviour on the way to and from school.
• Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public.
• Reassurance to members of the public about school care and control over pupils in order
• Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.